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ABSTRACT

This booklet provides guidelines for developing policy concerning the implementation of equal vocational education opportunities for women in Colorado. It begins with some introductory information pertaining to the problems of sex bias in vocational education. Next, a state plan for eliminating sex bias and sex-role stereotyping is presented. Then follow a needs assessment form for collecting data to determine sex bias in vocational education and a form to use in the evaluation of vocational education programs. The remainder of the booklet makes suggestions regarding the following: the role of the state governing board in implementing the state plan; the role of state or local vocational education advisory councils in implementing the state and/or local plan; the role of the local school administration and school board in implementing the state and/or local plan; the role of local directors of vocational education in implementing the state plan; the role of instructional staff and curriculum development personnel in implementing the state and/or local plan; the role of the guidance counselors for vocational education in implementing the state and/or local plan; community action to stimulate interest in eliminating sex bias in vocational education programs; and assistance to displaced homemakers in obtaining marketable skills. Suggested resources are attached. (EM)

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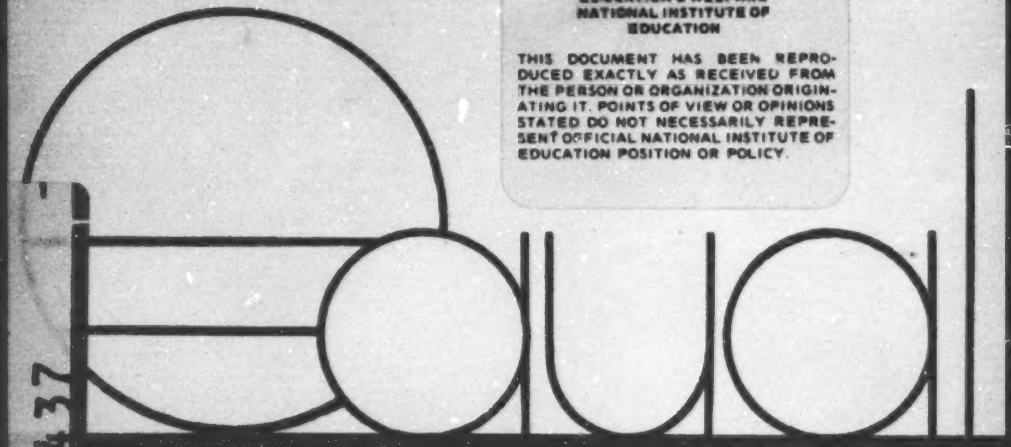

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MODEL POLICY STATEMENT AND GUIDELINES FOR IMPLEMENTATION: VOCATIONAL EDUCATION

From the Equal Rights for Women
in Education Project

Ford Foundation Grant

Education Commission of the States
Warren G. Hill, Executive Director

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Jean Baker Kennedy
Project Director
Equal Rights for Women in Education

MODEL POLICY STATEMENT AND GUIDELINES FOR IMPLEMENTATION: VOCATIONAL EDUCATION

The history of organized vocational education programs clearly demonstrates that the traditional roles of male and female have been perpetuated in the preparation of young people for the world of work.

Although sex bias and sex-role stereotyping are ingrained at an early age through family attitudes, they are reinforced as boys and girls progress through the education system. The male emerges from the education system to thrive in a male-dominated society while the female is greatly restricted and limited in reaching the top of the economic ladder.

The elimination of sex bias and sex-role stereotyping in vocational education is important for both sexes. It means the freedom of career choice, the opportunity for equal educational opportunities and equal employment in business, industry and labor.

Most women work because they have to. More than 90 percent of women will be employed at least part of their lives. Statistics reveal that nearly one-third of all women with children under the age of 6 are working, and the rate rises with mothers of school-age children. Women who are single, widowed, divorced or separated comprise two-fifths of this nation's population and of that number more than 13 percent are single heads of households. Since 1960 the total number of women employed has increased dramatically and now number more than 36 million or nearly 40 percent of the work force.

Many factors have contributed to the movement of women out of the traditional mold, which society has cast in which a woman must be strictly a homemaker, and has now transported her into the labor market. Women's place can no longer be in the home since today's economic

conditions require a second income to support family needs. The decline of the traditional nuclear family has resulted in an increasing number of divorces and separations forcing women to support themselves and their children.

Freedom from child bearing and the lengthy child-rearing years, the increased level of education of women and the changing attitudes and rising expectations brought about by the women's movement have broadened the awareness of women that the traditional sex roles are no longer valid.

Yet the vocational education structure has not kept pace with the changing times. Half of the female students in vocational education are enrolled in homemaking where courses and programs seldom lead to marketable skills or gainful employment. Training for the secretarial, clerical and business occupations and the health occupations are dominated by girls while training for the trades, technical and industrial programs and agriculture are the almost exclusive domain of the boys.

The dual system of preparation has led to the well-established dual system of employment where women find themselves in low-paying jobs unable to qualify for the more lucrative positions in the technological arena of business and industry.

To alleviate the continuation of sex bias and sex-role stereotyping in vocational education demands a concerted effort through school and community awareness and action.

Career information and exploration by which students learn about professional careers and occupational opportunities must begin at an early age. Prevocational courses such as industrial arts and home economics must be accessible to both sexes for it is here that it can be shown that sewing is not only women's work nor carpentry only for men.

It is in the vocational education structure, which provides students with marketable skills and prepares them for the world of work, that the doors must be open to all persons regardless of sex who need and want effective vocational training.

High school counselors must cast aside their own personal sex bias and become more knowledgeable about vocational and technical occupations so that they can assist students in making the right career choices.

Business, industry and labor must also cooperate to improve course offerings, identify new occupations and assist with career information and job placement.

Neither males nor females can emerge from their traditional employment modes until three components of the problem of sex bias are met: awareness, recruitment and access to programs by both sexes; effective guidance and counseling to aid students in their career choices; and the willingness of employers to end sex-discriminatory hiring practices.

Each of these factors are dependent upon each other. It will not solve the problem to counsel students into nontraditional programs if there are no provisions for facilities, equipment and quality instruction. Neither can the vocational system achieve its goal in eliminating sex bias if upon completion of the nontraditional programs, there is no potential for job placement. Failure to satisfy any of the components will result in the failure of the vocational system to eliminate sex bias and blatant discrimination will continue.

The adoption by governing boards of state and local plans to end sex bias and sex-role stereotyping is the first step in demonstrating commitment to accomplish a worthwhile goal. To what extent the goal can be achieved will depend primarily on how the plan is implemented at the

state and local level and the willingness of the education system to go beyond the federal requirements.

All will benefit -- girls, as they are able to attain technical jobs and achieve the mobility to move out of low-paying positions previously reserved for them; boys, as they find new occupations that give them satisfaction; and business and industry as they utilize the cadre of well-trained vocational graduates to fulfill the technical needs of this highly industrialized nation.

STATE PLAN FOR ELIMINATING SEX BIAS AND SEX-ROLE STEREOTYPING

The relevant state agency should:

Adopt the policy statement to eliminate sex bias and sex-role stereotyping.

Develop measurable goals and objectives with timetables for implementation.

Commit the federal funding of $50,000 to hire qualified staff personnel to implement the elimination of sex bias and sex-role stereotyping.

Disseminate information to local education agencies (LEAs) on:

- Federal rules and regulations
- Federal funds available to eliminate sex bias, displaced homemaker programs and research
- Need for local matching funds
- Sources of additional funds

Develop criteria for allocation of federal funds applicable to designated nonsexist programs for utilization by LEAs.

Develop guidelines and procedures for local LEAs to conduct needs assessment and data collection.

Compile and analyze statewide data and disseminate information back to LEAs and other agencies, institutions and organizations.

Develop guidelines, criteria and procedures for LEAs to ascertain sex bias in curriculum materials.

Review all existing state-distributed curriculum materials and revise or eliminate those materials containing sex bias.

Develop materials for in-service training of state staff on the elimination of sex bias and sex-role stereotyping.

Assist LEAs in utilizing materials to conduct in-service training on sex bias and sex-role stereotyping for vocational education teachers, counselors, administrators, boards of education and community groups.

Revise regulations to provide for existing vocational education programs to be accessible to both sexes.

Assist local LEAs in ascertaining the need for new programs or the revision of existing programs and in the implementation of new programs in emerging occupational areas.

Monitor vocational education teacher training to insure that awareness of sex bias and strategies for change are included in course requirements.

Develop a master plan for guidance and counseling:

- Evaluate certification, credentialing of counselors
- Eliminate sex-biased career information
- Provide for new methods of dissemination of career information
- Involve governmental agencies, vo-rehab, department of education, CETA, WIN Department of Labor, professional counselor organizations, teacher training institutions, social service agencies and lay persons in developing a plan
- Develop internal and external task forces to study ways to eliminate sex bias and sex-role stereotyping

Actively involve the state vocational advisory council in implementing the state plan.

Provide incentives for research, exemplary programs, retraining of counselors and upgrading teaching skills of vocational instructors.

Develop guidelines for submission of proposals for research grants on the elimination of sex bias and sex-role stereotyping in vocational education programs.

Eliminate all sex-biased public relations information at the state level.

Develop active public relations through the media to promote awareness of sex bias and new programs to eliminate sex bias and sex-role stereotyping.

Develop guidelines and criteria for evaluation of programs by LEAs.

Formulate guidelines for investigative procedures for non-compliance.

SUGGESTED NEEDS ASSESSMENT FOR DETERMINING SEX BIAS IN VOCATIONAL EDUCATION

Statistical Information

(possible sources for data are provided in parentheses)

	1976-77	1977-78
Number of students by sex and age enrolled in traditional courses	_____	_____
Number of students by sex and age enrolled in non-traditional courses	_____	_____
Projected school-age population (13-19) (State Department of Education)	_____	_____
Worker supply and demand (Department of Labor) 1976 through 1982	_____	
Categories for number of workers expected to be trained through secondary programs, government training programs, private vocational school programs	_____	
In-migration of workers projected to move into the state	_____	
Number of single heads of households (Department of Social Services, Department of Labor Statistics, Women's Bureau)	_____	
Number of single female workers	_____	
Suggested additional data:		
Births by teenage parents (Bureau of Vital Statistics)	_____	
Number of minority women in work force	_____	
Existing innovative programs to eliminate sex bias and sex-role stereotyping		
List programs and enrollment by sex		
Number of students by sex enrolled in student vocational clubs	Male	Female
Future Farmers of America	_____	_____
Future Homemakers of America	_____	_____

	Male	Female
Future Business Leaders of America	_____	_____
Home Economics Related Occupations	_____	_____
Vocational Industrial Clubs of America	_____	_____
Distributive Education Clubs of America	_____	_____

Percentage of local school district funds expended for vocational programs _____%

Review of textbook materials to eliminate sex bias in audio-visuals, film strips, cassettes, charts, posters, teaching aids

Review of career information in resource center and counseling office

Review of testing materials including personality and aptitude tests

Analysis of the provision for remedial programs:

Math_____ English_____ Bilingual_____ Vo-ed skills_____

Review of access of both sexes to prevocational and career oriented programs funded through local and state sources

Survey of counselors at all levels:

Education
Work experience outside the teaching field
Workload counselor/student ratio
Assignment to students as related to sex
Attitudes toward sex bias
Requirements for certification, credentialing
Requirements for recertification and recredentialing
Review of testing materials
Review of testing procedures

Survey of facilities and equipment to determine needs for existing programs

Survey of facilities and equipment to determine needs for projected programs

Survey of local school board attitudes toward sex bias in vocational programs

Survey of attitudes of school superintendent, personnel directors, high school principals and local directors of vocational programs toward sex bias in vocational programs

Survey of community attitudes including those of employers, parents and school patrons toward sex bias in vocational programs and nontraditional job opportunities

Survey of student attitudes toward nontraditional jobs

Survey of student career preference

Analysis of the composition of local vocational education advisory council

Analysis of the composition of local program advisory committees

Analysis of effectiveness of local advisory council

Analysis of effectiveness of local program advisory committees

Survey of career information provided at elementary, junior high and high school levels

SUGGESTED FORM FOR EVALUATION OF VOCATIONAL EDUCATION PROGRAMS

EVALUATION	*Excellent*	*Above Average*	*Average*	*Below Average*	*Poor*
Indicators of Quality					
Serving needs of all students: access, enrollment in non-traditional courses					
Effectiveness of instructional program, curriculum and performance					
Followup and placement of graduates in traditional courses/programs					
Followup and placement of graduates in nontraditional courses/programs					
Effective utilization of facilities, equipment and instructional materials for all students regardless of sex					
Demonstration of funding support for existing programs and new programs that afford equal access at local school district level					
Demonstration of support by local school administrators					
Demonstration of support for programs through community awareness and action					
Effective, nonsexist guidance and counseling services for both sexes					

EVALUATION	Excellent	Above Average	Average	Below Average	Poor
Indicators of Quality (Cont'd)					
Cooperative job-training experience and work-study experience for both sexes					
Effective program planning progress to afford equal access for both sexes					
Timetable for periodic monitoring by established procedures and guidelines					
Usage					
Local Vocational Education Agency					
State Vocational Education Staff					
State Advisory Councils for Vocational Education					
Local Advisory Councils for Vocational Education					

Initial evaluation at end of the first year of plan - Base Line 1976:

	1976-77	1977-78
Number of girls enrolled in traditional courses	_____	_____
Number of boys enrolled in traditional courses	_____	_____
Number of girls enrolled in nontraditional courses	_____	_____
Number of boys enrolled in nontraditional courses	_____	_____

	1976-77	1977-78
Number of girls completing traditional courses		
Number of boys completing traditional courses		
Number of girls leaving (dropping) nontraditional courses		
Number of boys leaving (dropping) nontraditional courses		
Number of girl graduates placed in traditional program jobs		
Number of girl graduates placed in nontraditional program jobs		
Number of boy graduates placed in traditional program jobs		
Number of boy graduates placed in nontraditional program jobs		
Number of graduates placed in related occupations		
Number of graduates continuing education in related field		

In-service training on sex bias and sex-role stereotyping:	No. of hours
Vocational education teachers	
Counselors (all)	
Counselors (high school)	
Vo-ed staff	
Administration	
Advisory council	
Program committees	
Community	
Others	

Development of new programs:

List number and program area

Enrollment (number) boys_____ girls_____

Elimination or revision of sex-role stereotyping in:	None	Some (50%)	All
Instructional materials	_____	_____	_____
Resource materials, teaching aids	_____	_____	_____
Career and guidance information	_____	_____	_____
Testing materials	_____	_____	_____
Public relations information (catalogs, brochures)	_____	_____	_____
Efforts to recruit both sexes to traditionally one-sex dominated class and/or program	_____	_____	_____
Development of community awareness of sex bias in vo-ed programs	_____	_____	_____

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Surveys conducted -

Survey of attitudes toward males and females in nontraditional career programs:

Students_____ Counselors_____

Parents_____ Administrators_____

Teachers_____ Community_____

Needs assessment conducted_____

Local job market survey conducted_____

Student career preference conducted_____

Development of career fair_____ career days_____

	Yes	No
Appointment of representative number of women aware of sex bias to advisory council for vocational education	____	____
Development of guidance and counseling plan or task force	____	____
Development of plan to recruit students in nontraditional programs	____	____
Appointment of women to local program advisory committees	____	____

Number of men____ women____ appointed to one-sex-dominated programs

SUGGESTED ROLE OF STATE GOVERNING BOARD IN IMPLEMENTING STATE PLAN

Demonstrate commitment to eliminate sex bias and sex-role stereotyping by adopting appropriate policies.

Adopt a state plan to eliminate sex bias and direct compliance efforts for the state plan by state staff and local LEAs.

Secure additional funds from state legislature to insure equal access of both sexes to all existing programs and initiation of new programs.

Develop, approve and implement procedures for collection of necessary data relevant to the elimination of sex bias in vocational education.

Recruit and hire administrative staff committed to the elimination of sex bias in vocational education.

Monitor and evaluate new programs to insure compliance with the elimination of sex bias.

SUGGESTED ROLE OF STATE OR LOCAL VOCATIONAL EDUCATION ADVISORY COUNCILS IN IMPLEMENTING STATE AND/OR LOCAL PLAN

Insure that recommendations for improvement of vocational education and especially the elimination of sex bias and sex-role stereotyping are given due consideration for implementation by the governing board(s).

Assist in developing programs that eliminate sex bias and sex-role stereotyping.

Advise on current job opportunities and future program needs.

Insure that the advisory councils are broadly representative of the total community or state. Include a balanced representation of women from traditional and nontraditional occupational areas who have demonstrated abilities and commitment to the elimination of sex bias.

Establish state and local criteria for monitoring vocational education programs and for the collection of necessary data.

Involve the community in recent developments in legislation and/or administrative policies relevant to the elimination of sex bias in vocational education by holding periodic public meetings for purposes of information sharing and problem solving.

SUGGESTED ROLE OF LOCAL SCHOOL ADMINISTRATION AND SCHOOL BOARD IN IMPLEMENTING STATE AND/OR LOCAL PLAN

Designate vocational education as a major priority in providing quality education for all students.

Demonstrate commitment to eliminate sex bias and sex-role stereotyping by adopting appropriate policies and administrative directives.

Recruit and hire qualified teachers who are committed to the elimination of sex bias in vocational education.

Recruit and hire teachers of the opposite sex for traditionally one-sex-dominated programs.

Recruit and hire qualified counselors with work experience outside the teaching field.

Require and provide release time for in-service training of vocational education staff and counselors. (Include in collective bargaining or negotiations agreement, if needed.)

Fund vocational teachers' salaries at a level that will attract qualified persons from business, industry, labor and agriculture.

Provide for personnel and resources for career education at all levels.

Monitor and implement high school class scheduling to allow access for all students to vocational education programs.

Adopt graduation requirements that allow for variance in career preparation.

Provide for adequate facilities, maintenance, equipment, instructional and resource materials for existing and projected vocational programs in order that both sexes will have an equal opportunity to participate.

Establish alternative high schools, GED, night high school, teenage parent programs and classes for the handicapped and educationally disadvantaged to provide opportunity for those students to participate in vocational education classes.

Provide access to educational opportunities for displaced homemakers, single workers, and single heads of households for training, retraining and upgrading of job skills through GED, night high school classes and day and night classes in vocational education.

Provide transportation for students to vocational classes and to programs not housed in home high school and for field trips to businesses and industries.

Secure grants for exemplary and innovative programs related to the elimination of sex bias and sex-role stereotyping.

Appoint women to school committees such as accountability, budget and curriculum development.

Provide effective liaison with community school patrons, business, industry, labor and agriculture. Secure cooperation by volunteers to serve on local vocational program advisory committees and local vocational education advisory council, and assist with job placement. Provide use of facilities for instructional purposes, on-the-job training, work-study experience and the identification and development of new occupational programs.

Stimulate community awareness of the need for equal opportunities for both sexes through activities with service clubs, women's organizations, governmental agencies and other organized groups.

SUGGESTED ROLE OF LOCAL DIRECTORS OF VOCATIONAL EDUCATION IN IMPLEMENTING STATE PLAN

Develop and implement a local plan to eliminate sex bias and sex-role stereotyping.

Provide for in-service training of vocational teachers, counselors, vocational staff, administrators and school board members.

Eliminate or revise sex-biased teaching, resource, counseling and testing materials.

Provide student access to all programs through class scheduling coordination with academic program of high school.

Provide basic skill classes in English, bilingual, math and vocational skills.

Provide incentives for additional training of counselors and teachers.

Improve communication to feeder high schools to vocational centers or in relationship to academic program at home schools.

Develop cooperation with local businesses, industries, labor and agriculture by:

- Appointing representatives to local program advisory committees and/or local advisory council
- Developing cooperative agreements to use facilities as teaching areas

- Gaining cooperation for placement of students in jobs, work-study experience and on-the-job training

Involve broad-based community representation on local advisory program committees and on the local advisory council for vocational education. Include a balanced representation of both sexes.

Assist in recruiting teachers of the opposite sex for traditionally one-sex-dominated courses.

Provide tours of vocational education classes for fifth and sixth grade, junior high and high school students.

Provide field trips for vocational education students to view business, industry and agriculture at work.

Provide career fairs or periodic career days to develop awareness of job opportunities in nontraditional occupations.

Develop cooperation with community human service agencies to assist students in remaining or returning to school.

Develop a plan to monitor and evaluate all vocational education programs to determine compliance with state plan.

Monitor student vocational club activities and eliminate sex bias.

Secure local funding for facilities and equipment by involving local employers and/or organizations.

Determine new program needs by surveying local job market.

Request funds from state sources for research in sex bias and for the development of innovative programs.

SUGGESTED ROLE OF INSTRUCTIONAL STAFF AND CURRICULUM DEVELOPMENT PERSONNEL IN IMPLEMENTING STATE AND/OR LOCAL PLAN

Participate in in-service training for all teachers of vocational education in eliminating sex bias and sex-role stereotyping.

Assist with the recruitment in hiring male teachers for female-dominated classes and female teachers for male-dominated classes.

Eliminate or revise sex-biased classroom materials, textbooks, film strips, cassettes, charts, etc.

Develop up-to-date classroom resource materials that provide information on changing occupational roles of men and women.

Improve teaching skills with the aid of in-service training to meet the needs of both sexes.

Develop positive teacher attitudes and behaviors toward both sexes in the utilization of instructional materials.

Provide flexibility of entrance into vocational education classes courses/programs.

Encourage participation of both sexes in club activities, including leadership roles in traditionally one-sex-dominated clubs.

Recommend to appropriate person(s) adequate budgetary needs for nonsexist instruction in existing programs and new programs.

Recommend the procurement and use of modern, safety-tested equipment to meet the needs of business, industry, labor and agriculture.

Recommend that adequate facility space be allocated to meet the needs of the programs.

Assist counselors with the development of nonsex-biased career and job information.

Assist with job placement.

Interface with business, industry, labor and agriculture to identify local needs and provide classroom resource persons and relevant job information.

Include in the composition of program advisory committees representation of both sexes. Effectively use advisory committees to implement new programs, facilitate equal employment opportunities and job placement and upgrade the quality of existing programs.

Establish field trips for students with business, industry and labor.

Develop demonstrations in vo-ed programs for viewing by the community and by other students to reflect males and females in nontraditional job preparation.

Secure research grants for innovative programs to eliminate sex bias and sex-role stereotyping.

SUGGESTED ROLE OF GUIDANCE COUNSELORS FOR VOCATIONAL EDUCATION IN IMPLEMENTING STATE AND/OR LOCAL PLAN

Develop in-service training programs for all counselors at all educational levels to insure awareness of sex bias and sex-role stereotyping.

Credential and certify qualified counselors to:

- Require credits in career education, trends in vocational occupations and vocational education philosophy.
- Allow credit for work experience outside teaching field.
- Provide stipends for counselors to return to college to upgrade counseling and guidance skills.
- Provide sabbaticals for counselors to work in business and industry.
- Establish time limits and course requirements for recredentialing including classes in the elimination of sex bias and sex-role stereotyping.

Eliminate or revise all sex-role stereotyped informational materials.

Secure up-to-date information on nonsexist careers, choices/opportunity and job projections.

Secure technological advancements in the delivery of job information and careers, such as computerized career information systems, mobile career and guidance vans and microfiche materials.

Eliminate all sex-biased testing materials for determining personality traits and aptitudes. Develop and use testing materials free from sex bias.

Provide teachers, administrators, students and community with materials on career choices available to both sexes. Develop community resource centers.

Provide counseling services during school hours, after school, at night and in shopping centers. Provide flexible time schedules for extra duties or reimbursement for counselors.

Utilize business, industry, labor and agriculture to upgrade career information, develop career fairs, establish field trips for students to inform both sexes about opportunities for employment in nontraditional jobs and to provide work-study experience, on-the-job training and job placement.

Involve department of labor and private employment agencies in assisting with job placement.

Establish guidance and counseling advisory committees to include men and women working in nontraditional occupations, representatives from occupationally-related governmental agencies, parents, teachers, students, community laypersons, minorities and single workers.

Develop a referral list of community agencies that will assist female students to remain or return to school:

Social service agencies
Planned Parenthood
Public health clinics
Mental health centers
Legal aid services
Day care
CETA, WIN
State employment agency
Housing agency

COMMUNITY ACTION TO STIMULATE INTEREST IN ELIMINATING SEX BIAS IN VOCATIONAL EDUCATION PROGRAM

Develop community awareness of vocational programs through demonstrations at shopping malls, service clubs, women's organizations and other community groups.

Involve business, industry, labor and agriculture representatives, school patrons, teachers, students and community leaders in program development and in the dissemination of information on vocational education.

Use women's organizations and other community groups to carry out seminars and conferences to develop awareness of sex bias and sex-role stereotyping and present ways it can be eliminated.

Provide community involvement in eliminating sex bias in instructional vocational materials.

Develop a core of volunteers to serve as guides for student and community tours of vocational facilities.

Utilize newspapers, radio and TV for coverage of existing programs and promotion for new programs. Stress equal opportunities for all students.

Secure volunteers from business, labor, industry and agriculture to serve as resource persons for in-service training of staff, teachers and counselors.

Utilize resource persons representing occupations to assist in class presentations.

Develop a task force on community involvement in vocational education. Involve students, teachers, parents, counselors, business, industry, labor, agriculture, and men and women in nontraditional jobs. Identify goals of task force; i.e. create awareness, develop new programs and upgrade existing programs, secure job placements, research grants and assist in securing resource materials.

Secure business, industry, labor and agriculture brochures, films and career information for use in instructional program and resource center.

Utilize vocational facilities as a meeting place for clubs and organizations with programs designed to create awareness of vocational education and the elimination of sex bias.

SUGGESTIONS FOR ASSISTANCE TO DISPLACED HOMEMAKERS IN OBTAINING MARKETABLE SKILLS THROUGH VOCATIONAL EDUCATION

Develop innovative programs to meet the needs of displaced homemakers.

Provide basic skills classes, GED opportunities and high school diploma classes.

Allow for completion of a high school diploma by giving credit for high school classes completed in former years and giving credit for job experience in lieu of some graduation requirements.

Provide guidance and counseling personnel who have an understanding of the needs of the displaced homemaker.

Provide career and job information relevant to the needs of the displaced homemaker.

Provide testing materials applicable to the mature woman.

Provide for evaluation of aptitudes and existing skills of the displaced homemaker that takes into consideration her age and needs.

Provide for a community resource center open to the public.

Provide access to day and night classes, flexible hours, flexible scheduling and flexible entry into vocational and academic course work.

Provide pre-entry information to the displaced homemaker of the course work requirements and the time allocation required to complete a program.

Provide for work-study opportunities and/or on-the-job training.

Provide to the displaced homemaker a community supportive services referral list. Include social services, day care, physical health care, mental health services, legal services, housing, information on CETA, WIN, department of employment and employment agencies.

Through cooperative efforts with other agencies or organizations, assist in meeting transportation needs of the displaced homemaker to vocational facilities.

SUGGESTED RESOURCES

- Careers for Women in the Seventies. 1973. Women's Bureau, U.S. Department of Labor. Details statistics on women in specific occupations and discusses emerging opportunities in nontraditional careers. Available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. 40 cents.

- Job Training Suggestions for Women and Girls. 1970. Women's Bureau, U.S. Department of Labor. Information about job preparation opportunities, traditional and nontraditional, from home study to federally assisted manpower programs. Available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. 15 cents.

- Learning a Living Across the Nation by Arthur M. Lee, Project Baseline, Northern Arizona University, Flagstaff, Ariz. November 1974. Report of study to determine efforts and results of nationwide vocational training programs under federal assistance. Write to Project Baseline for information.

- "Room at the Bottom: Girls' Access to Vocational Training" by Janice Law Trecker. In Social Education, October 1974. Discussion of the present status of vocational training and the need for career education programs designed to eliminate sex discrimination and sex bias. Write for reprint to National Council for Social Studies, 1201 16th St., NW, Washington, D.C. 20036.

- "Sex Discrimination in Vocational Education: Title IX and Other Remedies" by Dinah L. Shelton and Dorothy Berndt. In California Law Review, July-September 1974. Reviews the present structure of vocational training and explores changes required for compliance with federal law. Write for reprint to California Law Review, Inc., 14 Boalt Hall, University of California School of Law, Berkeley, Calif. 94720.

- Unmet Needs and Unresolved Issues of Vocational-Technical Education in the United States. 1973. National Advisory Council on Vocational Education. State-by-state summary of the findings, evaluations and recommendations of the state advisory councils on vocational education. Write for information to the National Advisory Council on Vocational Education, 425 13th St., NW, Washington, D.C. 20004.

- "Vocational Education: A Dual System" by Shirley McCune. In Perspectives on Vocational Education and Career Education," Inequality in Education, March 1974. Discusses the two occupational systems that determine the jobs and roles allocated to men and women; outlines action recommendations. Available from the Center for Law and Education, Harvard University, Cambridge, Mass. 02138. Write for price information.

- Women in Apprenticeship--Why Not?, prepared by Norma Briggs. 1974. Manpower Administration, U.S. Department of Labor. Final report of a Wisconsin study of obstacles to women in nontraditional apprenticeship programs. Available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. 75 cents.

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Education Commission of the States

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